



ELA Virtual Learning

# AP Literature & Composition

April 13, 2020



# AP Literature & Composition

## Lesson: Monday, April 13, 2020

### **Objective/Learning Target:**

Students will be able identify and explain how the author uses structure to contribute to an organization of ideas.

## **Success Starter: Working with poetry structure**

With a piece of paper (blank or lined/notebook) and a pen/pencil, create a three-column chart ([3-column chart example](#))

Label each column as follows:

**Column 1 - Poem Vocabulary**

**Column 2 - Official Definition**

**Column 3 - Meaning & Purpose in the poem**

**Next, use the following words to list in column 1 and define in column 2 (official dictionary definition):**

**cool**

**lurk**

**strike**

**straight**

**jazz**



**Poem: [We Real Cool](#) (Brooks), poetry structure & language**  
Read [the poem](#) more than once, (it is very short). After reading it a few times, start writing each word's meaning and purpose within the poem.

Example - "The word **cool** has many definitions, but within the poem, the word means that the speaker and their friends are different and rebellious. The purpose of **cool** shows that these people may not display acceptable behavior, but they accept one another."

Do this for all 5 words.



Poem: [We Real Cool](#) (Brooks), poetry structure & language

-On the back of your Three Column activity sheet, create a space for note-taking and sketching (or just a place to write down takeaways).

-[Listen to this recording of Gwendolyn Brooks](#) reading her poem, *We Real Cool*.

-As you listen, write down thoughts you have, connections you make to other poems, (or stories, or even personal experiences).

-Answer this question in your notes: how does listening to her performance change your outlook on the poem?



**Practice writing prompt** - you can complete this on paper (with pen/pencil) or typed in a Google Doc.

Write an introduction paragraph and body paragraph, based upon the structure and language of *We Real Cool*.

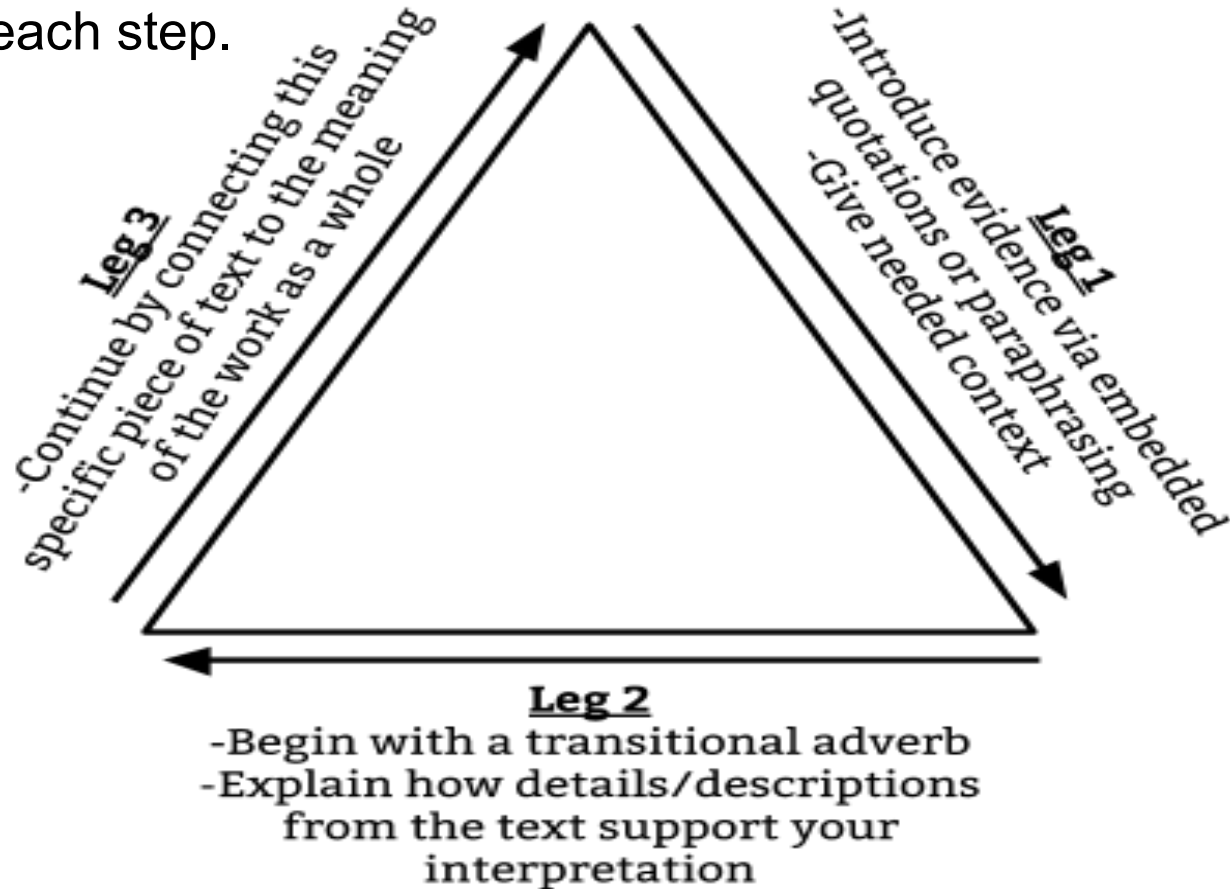
In your writing, discuss how the author uses structure (arrangement of ideas, details in lines/stanzas/sentences, etc.) to contribute to the organization of ideas?



## Practice writing prompt - Analyzing the structure of a poem

*We Real Cool* was published in 1960. Gwendolyn Brooks lived most of her life in [Chicago's South Side](#). When analyzing poetic structure, check the historical and cultural context of the poem. Approach writing about this by referencing the strategy from the April 10 AP Literature & Composition lesson (next slide).

Here is a visual of the Literary Triangle. Work on your claim, going in order (don't move on to Leg 2, Leg 3, back to Leg 1, etc.) until you have completed each step.





## Practice writing prompt - Analyzing the structure of a poem

[Example Student Answer]

*At first, the poem feels short and simple. It is written in language that teenagers speak and live every day. With the structure of the poem, Brooks is showing the reader a world that this group of teenagers lives in. This is not harsh view of a younger generation. I view it as a risky yet inspiring example of challenging authority in our society.*



## Additional Resources

[Poetry Foundation Animation of \*We Real Cool\*](#)

[Webinar that covers the poetry material of the course and exam.](#)

[A great resource](#) with practice questions and more for AP Literature & Composition students.